

Textbook Alignment to the Utah Core – 11th Grade Language Arts

This alignment has been completed using an “Independent Alignment Vendor” from the USOE approved list (www.schools.utah.gov/curr/imc/indvendor.html.) Yes X No _____

Name of Company and Individual Conducting Alignment: Eisemann Communication/Dawn Blevins

A “Credential Sheet” has been completed on the above company/evaluator and is (Please check one of the following):

☒ On record with the USOE.

☐ The “Credential Sheet” is attached to this alignment.

Instructional Materials Evaluation Criteria (name and grade of the core document used to align): 11th Gr. Language Arts Core Curriculum

Title: Elements of Literature: Fifth Course ISBN#: 0-03-0424186

Publisher: Holt, Rinehart, and Winston

Overall percentage of coverage in the *Student Edition (SE)* and *Teacher Edition (TE)* of the Utah State Core Curriculum: 100 %

Overall percentage of coverage in *ancillary materials* of the Utah Core Curriculum: 0 %

STANDARD I: (Reading): Students will use vocabulary development and an understanding of text elements and structures to comprehend y and informational grade level text.

Percentage of coverage in the *student and teacher edition* for Standard I: 100 %

Percentage of coverage not in student or teacher edition, but covered in the *ancillary material* for Standard I: 0 %

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 1.1: (Word Analysis, Vocabulary Development): Determine word meaning through word parts, definitions, and context clues.				
a.	Analyze the meaning of words using knowledge of roots (see chart, Appendix A).	SE 543-544, 737-738		
b.	Evaluate how words from various cultural origins impact text (e.g., Latin- and Greek-based words, street slang, dialects, ethnic terms).	SE 295-296, 543-544, 737-738		
c.	Determine word meaning through contextual inference. (e.g., combine prior knowledge and text clues to define “trucks” used in an article on skateboarding and an article on transportation).	SE 66, 154, 187, 261, 274, 294, 470, 587, 971		
d.	Distinguish between commonly confused words (i.e., allusion /illusion; complement/compliment; imply/infer).	SE 1432-1437		
Objective 1.2: (Comprehension of Informational Text): Comprehend and evaluate informational text (i.e., commentary, interviews, primary documents, speeches, essays).				
a.	Analyze the purpose of external text features and structures in a variety of printed texts (e.g., books, newspapers, magazines).	SE* 1345-1348		
b.	Evaluate the effectiveness of multiple internal text structures in a single text.	SE* 28, 30, 36, 43, 546, 561		
c.	Synthesize information from a variety of sources.	SE 605-609		

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d.	Analyze multiple texts on the same topic for conflicting information.	SE 96, 97-106, 108-114, 115, 116-118, 119-127, 128-129, 130-135, 136, 232-233, 234-241, 243-246, 247-248, 462, 463-470, 471-477, 478-479, 498, 511-519, 605-609, 907-908, 912-924, 925-939, 940-949, 951-959		
Objective 1.3: (Comprehension of Literary Text): Comprehend literature by analyzing the use of literary elements across genres and cultures.				
a.	Compare plot structures in works of literature (e.g., plot within a plot, multiple points of view, stream of consciousness).	SE 175, 186, 533, 546, 561, 684		
b.	Explore universal character traits across cultures in literature.	SE* 756, 787		
c.	Compare recurring and universal themes in literary works.	SE 293, 373, 374, 732		
d.	Analyze how culture—the shared beliefs, values, and behaviors of a particular society at a particular time and place—is an element of setting.	SE 579, 586, 663, 719, 729, 832		
e.	Analyze the use of irony, tone, and/or mood.	SE 77, 135, 186, 193, 273, 303, 306, 372, 381, 395, 398, 400, 406, 407, 419, 423, 439, 508, 510, 521, 522, 533, 536, 567, 592, 627, 674, 678, 736, 794, 797, 835, 844, 868, 882, 883, 1111, 1117, 1144, 1148, 1150, 1155, 1180, 1182, 1183, 1191		

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f.	Identify the speaker in a poetic text.	SE 372, 1146, 1150		
STANDARD II: (Writing): Students will write informational and literary text to reflect on and recreate experiences, report observations, and persuade others.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard II: <u>100</u> %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard II: <u>0</u> %		
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Objective 2.1: (Writing to Learn): Analyze and synthesize ideas and information to refine thinking through writing.				
a.	Form conclusions and recommend action.	SE 138-145, 870-877, 1127-1128		
b.	Integrate facts, events, or ideas to create new ideas.	SE 141-142, 341-342, 429-430, 614-618, 680, 740, 814, 873-874, 1061, 1128		
c.	Consolidate and synthesize connections between texts, between texts and self, and between texts and different world connections.	SE 114, 136, 247-248, 487, 518-519, 958-959		
Objective 2.2: (Extended Writing): Write to analyze literary text and explain informational text. (Emphasize expository writing. Students should use the entire writing process to produce at least one extended piece per term, not necessarily limited to the type of writing emphasized at individual grade levels.)				
a.	Select an organizational pattern that suits the topic.	SE 140, 680, 740, 814, 1128		

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b.	Provide detailed evidence and examples to substantiate arguments.	SE 140, 241, 740, 959, 1118		
c.	Support arguments with logic and text references.	SE 139, 140, 241, 740, 959, 991, 1118		
Objective 2.3: (Revision and Editing): Revise and edit to strengthen ideas, organization, voice, word choice, sentence fluency and conventions.				
a.	Evaluate and revise for: <ul style="list-style-type: none"> • Sufficiently developed key ideas and specific details that directly support and advance the thesis statement. • Control of organizational elements in multiple paragraph texts (e.g., thesis, details, leads, conclusions, and transitions). • Correct use of active and passive voice. • Consistent, appropriate voice. • Words intentionally and skillfully used. • Rhythm created through sentence construction (i.e., parallel sentence structure). 	SE 143-144, 343-344, 431-432, 619-620, 875-876		
b.	Edit for: <ul style="list-style-type: none"> • Spelling. • Commas with introductory phrases and clauses. • Correct use of relative pronouns. • Capitalization of the first word in a sentence enclosed in parentheses (e.g., “She grinned again. (That grin!)”). • Agreement of pronouns and antecedents. • 	SE 145, 345, 433, 621, 877		

STANDARD III: (Inquiry/Research/Oral Presentation): Students will understand the process of seeking and giving information in conversations, group discussions, written reports, and oral presentations.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard III: <u>100</u> %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard III: <u>0</u> %		
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Objective 3.1: (Processes of Inquiry): Use the process of inquiry to draw conclusions.				
a.	Formulate questions that direct inquiry.	SE 603		
b.	Analyze information to determine relevance to essential question.	SE 139-140, 603-605		
c.	Evaluate the accuracy and relevance of information that reflects multiple points of view.	SE 139-140, 607-608		
d.	Evaluate, use, and cite primary and secondary sources.	SE 139-140, 603-613		
Objective 3.2: (Written Communication of Inquiry): Write to evaluate information and to make recommendations.				
a.	Select an appropriate format to evaluate and report research results.	SE 602-603		
b.	Gather, evaluate, and organize evidence to support a position.	SE 139-140, 603-608		
c.	Support evaluations and recommendations using paraphrase, summary, and/or quotations.	SE 606-607		

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d.	Use informal and formal citations, where appropriate, to support inquiry.	SE 609-613		
Objective 3.3: (Oral Communication of Inquiry): Make informative and persuasive presentations using visual aids/technology.				
a.	Determine the purpose for informative and persuasive presentations.	SE 146, 622		
b.	Identify questions to be addressed in refutations.	SE 146-147		
c.	Refute counter-arguments.	SE 146-147		